



Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

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In Partnership With



Design for Learning 5 - Content Creation

Choosing Tools for Content Creation (Week 3 Lesson)



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Welcome to Week 3!

This lesson includes:

- Advance Organizer for Week 3 (video)
- Choosing Tools (video, with challenge question)
- Reflection (activity)
- Examples of D4L Student Screencasts (videos)
- Summing Up Week 3 (video)
- Additional Resources (list)

Advance Organizer for Week 3

Video Transcript:

“D4L Content Creation Week 3: Advance Organizer”

<https://youtu.be/P5USbfRASG8>

It’s Helen again, and here we are in Week 3 of the Content Creation Module! Now you’re ready to choose tools for recording, storing, and sharing your own content.

This week there isn’t as much in the lesson, just a reminder of what to consider when choosing tools, a review of synchronous meeting tools you might consider, and some examples of previous student work.

You’ll spend most of your time this week going through the book module after the lesson, with some annotated lists of tools you should consider. Let that be your springboard to link to different tools that sound promising and try some of them out on your own.

Please ask questions about tools in the Community Discussion forum back in the Orientation module – that’s where some alumni from the program are also following along and can share what worked for them. Once this module really gets rolling, we’ll also ask our instructors and alums to share a brief description of their own process for recording content – every one of us uses a different process, because of our own systems, budgets, and preferences.

So let’s get started!

Choosing Tools

Video Transcript:

“D4L Content Creation Week 3: Choosing Tools”

<https://youtu.be/8FofiAl8RrM>

Slide 1

From what you learned over the last 2 weeks, you’ve started to get a better sense of what kinds of media will be best for what you want to teach, and how your students learn. You likely need to find a few different tools to help you provide a balance of different media types.

In choosing software to create your content you definitely want to consider usability, both for you to create the content and for your learners to view it. There are some programs that are really easy to use and some that are harder.

You’ll often find that you trade off usability for flexibility – easier tools may be limited, but harder tools may have more options and functionality.

Your plans for chunking also come in here, especially as some free tools have limits on the duration of a video you can post.

What software and support does your institution already have? Or what’s your budget? There are both free and paid options to consider.

Slide 2

Do your best to keep all these different considerations in mind when you make your choices, because, no matter how much planning you do, someone is not going to see what you intended. There’s too many browsers out there and different factors that affect how content comes through to different online users.

So, design for the lowest common denominator. Make choices so that your content will be as accessible to as wide a group as possible, but know that it’s rare for everything to work perfectly for everyone.

Make sure you know what the limitations are, if there are any, and put those upfront so people don’t get frustrated if something doesn’t work with their system. With browsers, you may want to say at the beginning which browsers you’ve tested with your content for the best view.

Slide 3

You also have to take into consideration the size of the screen your learners are likely to use.

More and more people are using handheld devices, so you want to make sure your content looks ok on a small screen, scrolling through smaller bits than you can see all at once on a larger screen. Even with a laptop or desktop computer, some people may have older monitors with lower resolution. This is another place to consider the demographics of your learners and the devices they're likely to use.

Look for tools that will share your final content with what's called "Responsive Design" – the web page in which content is displayed responds to the information it detects about screen size, and grows or shrinks to fit. When you're testing out new tools, view a sample on several different devices, in different browsers, and make sure they're consistent enough for your needs.

Slide 4

On your end, choosing software to develop your content, consider the hardware and operating systems you have access to. For example, every time a new version of Windows comes out, it doesn't work with a lot of different things because people haven't updated their programs to work with Windows 10.

Not all creation tools are compatible with all systems, so keep an eye out for that.

Slide 5

Where will you store your media files? Audio, video, animations, and graphics do generate large files and take up a lot of space on a computer.

While you're working, you may need an extra external hard drive to put all your content on, so you don't take up all the space on your computer's internal drive. Of course, don't forget to back up your content! Cloud storage can help with that.

When you're ready to share your content with your learners, where can you store it so they can access it? Talk to your internet service provider or your library's tech support to find out about storing it on your library's server to appear on the library's website.

If that isn't practical, there are a variety of services that store the content for you, so you can link to it.

Many social media platforms are oriented around sharing images, video, or audio. Remember, we already considered some of these during the Community module.

Don't forget that one consideration there is privacy. If you want your content to be open to the public, you don't have to worry as much, but if you want content to only be accessible to certain learners, you'll need to pay attention to the privacy settings of each platform you consider.

Slide 6

Wherever you choose to store your content, make sure your learners can access it on the web at the point of need. If you're showing how to search the online catalog, put a link to your tutorial near that link so that people see it.

If you put access to the videos off someplace else, they may not ever find it!
Use icons to indicate a audio or video – this will help for it to stand out, and will help learners who prefer these formats to easily find them.

Challenge Yourself

1. Rate these in order from best strategy to worst.

- A. Research your target learning community and figure out what devices will be most convenient for them to use to access your content. Decide what will be the most common screen size used. Choose tools that allow you to make sure your content is a good fit for that size.
- B. Choose a tool that includes responsive design for the website where it is shared, so the page resizes depending on the screen size and presents appropriate sized content for that device.
- C. Don't worry about what devices or screen sizes your learners are using - that's their problem.
- D. Don't worry about what screen size is most common for your library community, but design your content for a desktop computer and put a notice on the first page to let learners know that they should view content on a desktop.

Challenge Yourself

2. Which of these is the best way to help your learners find a tutorial screencast about using your library's online catalog?

- A. put a sign up at your library circulation desk with a link to your tutorial
- B. post a link to the tutorial on the main catalog page, with a video icon
- C. Include information about your online instruction in your library's monthly email newsletter.

Reflection

Use these questions in your workbook to help guide your exploration of tools, starting from the lists in the Guide to Content Creation Tools in the Moodle this week.

You will build on these thoughts to revise Steps 5 and 6 of your ID plan, if you have one, or to outline your plans for creating your own content

Graphics and Multimedia Software

Does your instructional design plan or your draft from week 2 indicate a need for informational graphics in the instructional strategy? (e.g., screen captures of database features, pictures of people, places, things, procedures?)

Does your instructional design plan or your draft from week 2 indicate a need for video in the instructional strategy? (e.g., video clips of procedures such as searching a database, or interactions between real-people, places, and things?)

Does your instructional design plan or your draft from week 2 indicate a need for audio in the instructional strategy? (e.g. recorded voice overs/lectures?)

Does your instructional design plan or your draft from week 2 indicate a need for synchronous audio or video? (e.g., group discussions, webinars, podcasts?)

Do you need to:

- create or edit a still screen capture
- create or edit a graphic file (icon, photo, infographic)
- create or edit motion screen captures - video clip
- create or edit webcam or other live video recordings
- create or edit audio recordings

- edit or integrate externally produced video
- edit or integrate externally recorded audio
- add text annotation

What other functionality do you need from content creation / editing tools?

Do you think you can use the tool to do what you want it to do? OR will you need to hire or otherwise work with a technical expert (e.g., videographer, recording engineer, graphic artist, computer systems administrator, etc.)

Examples of D4L Student Screencasts

These videos were created by previous participants in the D4L program for a similar assignment, and are shared here with their permission.

Zoom video by Jennifer Shimada

<https://youtu.be/25VYZNrOjyY>

Camtasia review by Kathy Smith

<https://youtu.be/-07Qp6l-6To>

Zotero video by Catherine Michael

<https://youtu.be/wbxKxSvW2F4>

Summing up Week 3

Video Transcript:

“D4L Content Creation Week 3: Summing Up”

<https://youtu.be/wsROW5s6zSc>

That’s it for choosing tools. You should feel comfortable sourcing and evaluating tools that suit your budget, your organizational needs, and your personal preferences. I hope you took the opportunity to talk with other students, alums, and instructors about their own tool preferences and recording processes. Afterall, why re-invent the wheel!

Now it’s time to revise your Instructional Design Plan to include the tools you’ve chosen.

Your first assignment is to determine how multimedia resources fit into your instructional design plan. Revisit step 5 of your plan and consider if you've got your content chunked appropriately, whether the formats you've chosen are appropriate to your learning objectives, and whether you've provided additional formats for accessibility.

Your second assignment is to determine which tools and services will help you follow your instructional design plan. Revisit step 6 and consider additional tools and formats for creating multimedia content, and a plan for how to store them. You can always revisit the sample instructional design plans from alumni in the Foundation Module. Make any changes that you think will make a stronger product for your learners and share the revised plan in the forum for this week.

See you in week 4!

This program has been a collaboration between the South Central Regional Library Council, The Empire State Library Network, and the School of Information Studies at Syracuse University.

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Additional Resources

For this week's instruction, you may find the following resources helpful.

Be sure to go through the "Guide to Content Creation Tools" that follows this lesson on the main course page for this module.

Reading

- Ruffini, Michael F. 2012. "Screencasting to Engage Learning" EDUCAUSE Review. Thursday, November 1, 2012 <http://er.educause.edu/articles/2012/11/screencasting-to-engage-learning>

Videos

- All of this module's videos are available on a playlist at YouTube: <https://www.youtube.com/playlist?list=PLw6HBD7UyT3mThGNgQ2s1r5a1tUhuujmun>

Answer Key:

1. B, A, C, D in order from best to worst
2. B - It's best to put your instructional content at the point of need if possible - right where a patron may be struggling with how to do something.